

Minutes of the May 2004 Commission Meeting

May 5-6, 2004

Commission Offices, 1900 Capitol Avenue, Sacramento

COMMISSION MEMBERS ATTENDING

Lawrence Madkins, Teacher, Chair

Elaine C. Johnson, Public Representative, Vice-Chair

Steve Lilly, Faculty Member

Beth Hauk, Teacher

Leslie Littman, Designee, Office of the Superintendent of Public Instruction

Alberto Vaca, Teacher

Os-Maun Rasul, Non-Administrative Services Credential Holder

COMMISSION MEMBERS ABSENT

Kristen Beckner, Teacher

EX-OFFICIO REPRESENTATIVES

Karen Symms Gallagher, Association of Independent California Colleges and Universities

Athena Waite, University of California

Bill Wilson, California State University

EX- OFFICIO REPRESENTATIVES ABSENT

Sara Lundquist, California Postsecondary Education Commission

COMMISSION STAFF PRESENTING

Sam Swofford, Executive Director

Maureen Henkelman, Manager, Executive Office

Mary Armstrong, General Counsel, Director, Professional Practices Division

Janet Vining, Staff Counsel, Professional Practices Division

Kimberly Hunter, Staff Counsel, Professional Practices Division

Lee Pope, Staff Counsel, Professional Practices Division

Dale Janssen, Director, Certification, Assignment & Waivers Division

Rhonda Brown, Program Analyst, Certification, Assignment & Waivers Division

Steve Burke, Research Analyst, Certification, Assignment & Waivers Division

Leyne Milstein, Director, Information Technology & Support Management Division

Linda Bond, Director, Office of Governmental Relations

Elizabeth Graybill, Interim Director, Professional Services Division

Amy Jackson, Administrator, Professional Services Division
Larry Birch, Administrator, Professional Services Division
Cheryl Hickey, Consultant, Professional Services Division
Helen Hawley, Consultant, Professional Services Division
Phyllis Jacobson, Consultant, Professional Services Division
Mike McKibbin, Consultant, Professional Services Division
Kathleen Beasley, Proceedings Document Recorder

Wednesday, May 5, 2004

The General Session was called to order at 1:00 p.m. Roll was taken. Commissioner Beckner was absent. One ex-officio member (Waite) was selected by lot to establish a quorum.

PROFESSIONAL PRACTICES COMMITTEE

2A: Interviews for Appointment to the Committee of Credentials

It was moved (Littman), seconded (Lilly), and carried that the Commission appoint Mark Rickabaugh to the administrator member position on the Committee of Credentials for a term of two (2) years to commence July 1, 2004. It was moved (Lilly), seconded (Waite), and carried to appoint Martin Griffin as alternate administrator member for a term of two (2) years to commence July 1, 2004.

The Commission went into Closed Session. Roll was taken. Commissioners Lilly and Beckner were absent. Waite and Symms-Gallagher were selected by lot to establish a quorum.

Thursday, May 6, 2004

GENERAL SESSION

4A: Meeting Called to Order

The general session was called to order by Chair Madkins. Roll was taken; because of a lack of quorum, one ex-officio member (Waite) was selected by lot to establish a quorum. Everyone joined in the Pledge of Allegiance.

4B: Approval of the March 2004 Commission Minutes

A motion to approve the March 2004 Commission minutes was made (Johnson), seconded (Littman) and carried without dissent; Commissioner Hauk abstained due to absence.

Approval of the May 2004 Agenda

A motion to approve the agenda for the May 2004 meeting with agenda inserts (pertaining to 4F, 8A and 8B) was made (Hauk), seconded (Vaca) and carried without dissent.

4C: Approval of the May 2003 Consent Calendar

A motion to approve the May 2004 Consent Calendar was made (Rasul), and seconded (Littman). Vice Chair Johnson expressed concern about induction programs being approved when next year's funding of such programs is tenuous. Beth Graybill, Interim Director, Professional Services Division, said the induction programs are evaluated as licensure programs, which is distinct from the funding that will allow districts to carry out programs. The process allows districts to have a program approved and ready when funding is allocated.

The motion carried without dissent.

Division of Professional Practices

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **BALDWIN, Sima J.** Murrietta, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

2. **BAUMGARTNER, David** Gilroy, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

3. **BEGIN, Shannon D.** Oceanside, CA

In accordance with the default provision of Government Code section 11520, Ms. Begin's application is **denied**.

4. **BOWMAN, Bryan D.** Ventura, CA

Mr. Bowman is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

5. **CALCOTE, John C.** Dinuba, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** for misconduct pursuant to Education Code section 44421.

6. **CLARK, Jeff W.** Exeter, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

7. **DAMME-HARRIS, Timothy D.** Fresno, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

8. **FLYNN, Gary W.** Santa Cruz, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** for misconduct pursuant to Education Code section 44421.

9. **GARCIA, Jose M.** Oxnard, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

10. **GONZALES, Paul** Tracy, CA

Mr. Gonzales is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

11. **HARRISON, Enis V.** Los Angeles, CA

Mr. Harrison is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

12. **HERNDON, Kenneth** Turlock, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

13. **HERNANDEZ, Felipe** Indio, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

14. **HILL, Peter A.** Shell Beach, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

15. **HOLMES, Howard D.** San Bernardino, CA

Mr. Holmes is the subject of **public reproof** for misconduct pursuant to Education Code section 44421, effective immediately.

16. **JUGGERT, Kary F.** Anaheim Hills, CA

Ms. Juggert is the subject of **public reproof** for misconduct pursuant to Education Code section 44421, effective immediately.

17. **KACHAENCHAI, Thomas F.** Rancho Cucamonga, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

18. **LEDESMA, Marc** Oxnard, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

19. **LINDGREN, Russell E.** Sonoma, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

20. **McCORMICK, Kimberly A.** Temecula, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** for misconduct pursuant to Education Code section 44421, effective immediately.

21. **MEDINA, Jameelah X.** North Rialto, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

22. **MOORE, David J.** Stockton, CA

All certification documents under the jurisdiction of the California Commission

on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

23. **MORRIS, Evan D.** West Covina, CA

Mr. Morris is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

24. **PARKS, Walter E.** Aptos, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

25. **SCOTT, Terry** Los Angeles, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

26. **SMIT, Jamie A.** Covina, CA

Ms. Smit is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

27. **SPARLING, Jeremy J.** Hughson, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

28. **SUNDGREN, John W.** Fresno, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

29. **WHITAKER, Maria** Folsom, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** for misconduct pursuant to Education Code section 44421.

30. **WILLIAMS, Jacquelyn M.** South Lake Tahoe, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** for misconduct pursuant to Education Code section 44421.

CONSENT DETERMINATIONS

31. **BAXA, Ellees L.** Moreno Valley, CA

The Proposed Consent Determination, which allows Ms. Baxa to **withdraw** her application, is adopted.

32. **BROKAW, Bruce S.** Reedley, CA

The Attorney General's Proposed Consent Determination, which stipulates that Mr. Brokaw's Standard Subject Teaching Credential is **revoked**, however, the **revocation is stayed**, his credential is **suspended for a period of thirty (30) days**, and he is placed on **probation for a period of four (4) years**, is adopted.

33. **GAUMER, Gregory R.** Downey, CA

The Proposed Consent Determination, which stipulates that Mr. Gaumer's credentials are **revoked**, however the **revocation is stayed**, his credentials are **suspended for a period of sixty (60) days**, after which time he is placed on **probation for a period of three (3) years**, is adopted.

34. **GIUDICE, Patricia L.** Pacific Grove, CA

The Proposed Consent Determination, which stipulates that Ms. Giudice's applications are **granted**, and **revoked**, however the **revocation is stayed**, and she is placed on **probation for a period of three (3) years**, is adopted.

35. **GUNNELL, Christine E.** San Marino, CA

The Proposed Consent Determination, which stipulates that Ms. Gunnell's application for a Certificate of Clearance is **granted**, and **revoked**, however the **revocation is stayed**, and she is placed on **probation for a period of five (5) years** to run concurrently with her probation with the Department of Social Services, which began in November 2000, is adopted.

36. **KANE, John D.** Merced, CA

The Proposed Consent Determination, which stipulates that Mr. Kane's Preliminary Single Subject Teaching Credential is **suspended for a period of thirty (30) days**, is adopted.

37. **REIS, Mark A.** Kingsburg, CA

The Attorney General's Proposed Consent Determination, which stipulates that Mr. Reis's application is **granted**, and **revoked**, however the **revocation is stayed**, and he is placed on **probation for a period of two (2) years**, is adopted.

38. **ROMERO, Carlos** Chula Vista, CA

The Attorney General's Proposed Consent Determination, which stipulates that Mr. Romero **surrender his credentials** for the duration of his disability, is adopted.

PROPOSED DECISIONS

39. **HAYMON, General P.** Oakland, CA

The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission, and **deny** any pending applications, is adopted.

40. **LUCIDO, Edward T.** Oakley, CA

The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **deny** any pending applications, is adopted.

41. **SAMARIN, William J.** Hacienda Heights, CA

The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **revoke** all certification documents, is adopted

PRIVATE ADMONITIONS

Pursuant to Education Code section 44438, the Committee of Credentials recommends **one (1)** private admonition for the Commission's approval.

REQUESTS FOR REVOCATION

The Commission may revoke credentials upon the written request of the credential holder pursuant to Education Code sections 44423 and 44440.

42. **BERNACCHI, Debra J.** Tehachapi, CA

Upon her written request, pursuant to Education Code section 44423, her severe handicapped authorization on her Clear Specialist Instruction Credential in Special Education, is **revoked**.

43. **GOOSSEN, Jonathan E.** Fullerton, CA

Upon his written request, pursuant to Education Code section 44423, his Life

Standard Secondary Teaching Credential, is **revoked**.

44. **KWOK, Evans** Union City, CA

Upon his written request, pursuant to Education Code section 44423, his Professional Clear Single Subject Teaching Credential is **revoked**. This does not constitute consent for purposes of Education Code section 44440(b).

45. **OAKESHOTT, Jeanne** Swall Meadows, CA

Upon her written request, pursuant to Education Code section 44423, her Single Subject Teaching Credential, is **revoked**.

46. **OWEN, Karen C.** Newport Beach, CA

Upon her written request, pursuant to Education Code section 44423, her authorized field of Social Science on her Preliminary Single Subject Teaching Credential, is **revoked**.

47. **RUCKER, Tanda O.** Berkeley, CA

Upon her written request, pursuant to Education Code section 44423, her credentials and any other certification documents are **revoked**. This does not constitute consent for purposes of Education Code section 44440(b).

48. **VAUGHN, Jonathan E.** Vallejo, CA

Upon his written request, pursuant to Education Code section 44423, his supplementary authorization in Social Science on his Multiple Subject Teaching Credential, is **revoked**.

RECISSION

49. **BROKAW, Bruce S.** Reedley, CA

The Commission's adoption of the consent determination that **suspended** Mr. Brokaw's credential from May 1, 2004 through May 30, 2004, is hereby **rescinded**.

50. **RIZZO, Sergio A.** San Ysidro, CA

The Commission's action of January 8, 2004 to **revoke** all credentials and other certification documents and **deny** any pending applications, is hereby **rescinded**.

MANDATORY ACTIONS

All certification documents held by and applications filed by the following individuals are mandatorily revoked or denied pursuant to Education Code

sections 44346, 44346.1, 44424, 44425 and 44425.5, which require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

51. **BABAJIAN, Tom S.** Apple Valley, CA

52. **BILLECI, Todd M.** Pittsburg, CA

53. **BURGER, Thomas C.** San Diego, CA

4D: Chair's Report

Chair Madkins thanked Commission staff for their willingness and capability in working closely with stakeholders on several key issues that have been on the Commission's agenda in recent months. He also noted that the Joint Legislative Audit Committee will be conducting a study of the Commission and encouraged staff to do their best work and be optimistic.

Chair Madkins said it was his pleasure recently to attend an event honoring the retirement of Commissioner Lilly from his post as Dean of Education at CSU San Marcos. He said it was evident how very well respected and valued Commissioner Lilly's work has been.

Finally, the chairman thanked all of those involved in preparing for the Day of the Teacher program, an event that he looks forward to each May.

4E: Executive Director's Report

Dr. Swofford congratulated Commissioner Lilly on his retirement and issued best wishes on behalf of the Commission staff.

He noted that an audit of the Commission in 2001 had demonstrated that there was a need for more staffing; the current audit may well show the same since staffing ratios are now where they were in the early 90s. He thanked everyone for their patience when staff is slow to respond to requests because of the cutbacks. He said since California is in very difficult times, it is important that everyone pull together, as they have been doing at the Commission and in the field.

Dr. Swofford reported that Commission staff offered the annual spring credential workshops in March. They were held in live locations in Sacramento, Los Angeles and Tehama counties and in video locations in 15 county offices of

education from Mono County to San Diego County. There were more than 1,000 attendees. He thanked Terri Fesperman and Tammy Duggan for their work in presenting the workshops.

4F: Proposed Additions to Title 5 Regulations Pertaining to No Child Left Behind Authorizations

Dale Janssen, Director, Certification, Assignment and Waivers Division, presented this agenda item, which provided options for new names and flexibility with regard to supplementary authorizations. The need for new supplementary authorizations stems from the fact that No Child Left Behind requires teachers to have a major or coursework equivalent to a major to be highly qualified for middle and high school teaching. California's current supplementary authorizations require only 20 units of coursework and cannot be considered equivalent to a degree.

Staff proposed that the two new authorizations be named No Child Left Behind Introductory Authorizations and No Child Left Behind Specific Authorizations. Mr. Janssen said such a name reflects the fact that the only reason a change is needed in the supplementary authorizations that have worked for 25 years is because of the NCLB requirements. He said it also will clarify that these authorizations are compliant with NCLB. He acknowledged that not everyone likes the proposed names because at some point NCLB may no longer be around, but he said the Commission can always rename them or make them the sole criterion for supplementary authorizations if it decides that the 32 units required for them is an amount of coursework that better prepares teachers.

Mr. Janssen also presented three options for what the new supplementary authorizations would require. The first reflects the proposal submitted to the Commission in March: 32 semester units that could be all lower division or any combination of lower and upper division coursework. The introductory subject authorizations would be basically for middle school, while the specific authorizations would be for high school. In a change from the March proposal, option one added sciences (which had been excluded before since there are separate special credentials for those) and divided history into U.S. History and World History, which better reflects how the authorizations would be used since those are courses taught in high school.

Two other options were provided. Option two reflects what was originally presented to the Commission last August - 32 semester units, with 16 of them upper division courses. The third option allows the Commission to require any

specific number of upper division units between one and 15.

Staff recommended Option One for six reasons: 1) education research is inconclusive about the impact of holding a major or minor degree in a subject on teaching quality; 2) flexibility is needed since not all majors, coursework or colleges are alike; 3) some authorizations already require upper division coursework since very few specific classes are available in lower divisions; 4) there is inconsistency regarding what classes constitute upper division coursework at different colleges; 5) since an organized program is required for a major, but teachers are selecting coursework rather than a program, it is less relevant that 16 upper division units are needed for a specific major at a specific institution; and 6) access issues for upper division coursework, many of which require lower division prerequisites.

Chair Madkins invited public input. The following people spoke:

Stephanie Farland, California School Boards Association (CSBA). She said CSBA supports Option One because it provides flexibility, particularly in rural areas. She also said CSBA supports continuation of the current supplementary authorizations, which are not NCLB compliant, because they provide flexibility to schools that are not subject to federal sanctions.

Kathy Harris, California Teachers Association (CTA). She said CTA supports Option One, particularly because it provides flexibility to rural districts while still meeting the high standards envisioned in NCLB.

Dr. Ellen Curtis Pierce, Associate Provost for Teacher Education at Chapman University and appearing on behalf of the Institutions of Higher Education Coalition. She said the coalition appreciates the full hearing given to its concerns and request that a minimum of 12 upper division units be required. But the coalition recognizes that the Commission is attempting to be consistent with actions already taken by the State Board of Education.

Steve Betando, Assistant Superintendent for Stanislaus Union School District and representing the Association of California School Administrators (ACSA). He thanked the Commission for including practitioners in its deliberations. He said he is concerned that the Commission is melding federal NCLB compliance with state teacher licensure to an unnecessary degree, particularly since federal regulations may change in the future. As a recruiter and employer, he takes comfort that Option One adds an additional category of authorizations, but is

concerned because middle school teachers often have to teach several different kinds of classes to reach a full-time equivalent workload. He said Option One is reasonable because if upper division courses are required, teachers will have to return to university for lower division courses that are prerequisites.

Steve Van Zant, Principal at Aviara Oaks Middle School in Carlsbad Unified School District. He said Option One will allow districts to continue to meet students needs with highly qualified teachers, while Option Two will force districts to go without teachers who are only qualified in one subject area. He reminded everyone that the teachers are already fully credentialed in at least one area. An option that allows them to complete additional coursework at any fully accredited institution also is very helpful for those in rural areas. He said it is extremely important to adopt Option One to avoid limiting the pool of available teachers for middle schools.

Sherry Skelly-Griffith, ACSA. She commended Commission staff for working so well with the field on the issue. She supported Option One because it meets both the requirements of NCLB and Title 5 as adopted by the State Board of Education. It offers the richer preparation that the federal government expects of teachers while at the same time providing the flexibility needed to districts to hire teachers.

Shelley Kriegler, Director, UCLA Math Content Program for Teachers. She said she applauds the Commission and staff for working closely with stakeholders. She encouraged the adoption of Option One. If Option Two were approved instead, those seeking to teach in middle school would have to take lower-division calculus classes to become eligible to take upper division abstract algebra - none of which would help them teach middle school students effectively. She said the flexibility provided by Option One is important so that courses can be created that really help teachers with what they are supposed to teach.

James Matray, CSU Chico Professor and Representative of the CSU History Council. On behalf of the council, he advocated creating authorizations for History, not for Social Science in the case of introductory authorizations and not for U.S. History and World History in the case of specific subject authorizations. He made several points, including: 1) NCLB does not recognize social sciences as a core academic area, and middle school courses are history courses, not social sciences as now envisioned by the introductory authorization; 2) no CSU or UC grants a major in U.S. History or World History (a teacher who wants a

supplementary authorization in both would have to get 64 units instead of a degree that only requires 32 total semester units); and 3) no university grants a major without at least 24 units of upper division work. He said the staff proposal is needlessly rigorous for high school teachers, constituting a barrier to someone who wants to teach more than one subject, yet lacking in rigor for middle school teachers, who would not receive adequate coursework to teach required classes. He said the History Council recommends that the Commission create four specific authorizations that match the NCLB core subject areas: history, geography, American government and economics. The council also recommends that the introductory authorization be in history and require courses in U.S. History, world history and California history, as well as geography and the Constitution. And the council recommends that all authorizations require the 24 semester units of upper division coursework that a major would require.

Bruce Kitchen, Representing the School District Administrators and HR Personnel for School Districts in San Diego and San Bernardino counties. He said his group supports Option One because it conforms to changes in Title 5 made by the State Board of Education.

Phyllis Bradford, with the Certificated Credentials and Contract Services Unit for Los Angeles Unified School District. She supports Option One as providing the most flexibility for candidates and for districts, which struggle to find qualified teachers, particularly in math and science.

Kathryn Benson, with Tri County Personnel Directors and Pajaro Valley Unified School District. She thanked the Commission and staff for exploring and creating alternative ways of meeting the needs of students, meet NCLB standards and provide flexibility, particularly for rural districts. She said teachers who currently hold supplementary authorizations with 20 units will be encouraged to move ahead and take the coursework needed for the NCLB-compliant authorizations.

After public testimony ended, Vice Chair Johnson asked Mr. Janssen to address why staff recommended splitting the history authorization. He said staff had originally listed history since it is a core subject in NCLB. However, supplementary authorizations are designed to match specific courses that teachers will teach. Since U.S. History and World History are taught in high school, not the more general history, staff felt it provided more flexibility for the teacher to take appropriate coursework.

Commissioner Lilly said he was prepared to support Option One but felt that the name should be more descriptive of what they actually are; NCLB authorization does not accomplish that since it does not indicate that subject matter knowledge is what is being addressed. In addition to seeking something more descriptive, he also said he would like to avoid embodying in Title 5 regulations something from the federal government that was designed to be intent language - in fact, more of a slogan than something of substance. He wondered why the Commission could not simply continue to call them supplementary authorizations. An alternative would be to call them subject matter authorizations.

Mr. Janssen said that since the field is eager to see both the current authorizations and the new ones co-exist, a name that distinguishes the two is needed; otherwise there would be two sets of requirements for something with the same name. He said subject matter authorizations would work well.

Commissioner Hauk thanked Dr. Matray for bringing forth the History Council's concerns. Since her husband is a history teacher who teaches AP classes in both U.S. and World history and she herself has taught all subjects to bilingual students, she understands the need for knowledge in specific areas. She understood his points but believes the authorizations can be separated to be effective in making sure that teachers are highly qualified.

Ex-Officio Representative Wilson said he agreed with Commissioner Lilly that the authorizations should not carry the NCLB name, particularly since teachers can be NCLB compliant without having one of the authorizations.

A motion to adopt Option One but with the names of Introductory Subject Matter Authorizations and Specific Subject Matter Authorizations was made (Lilly) and seconded (Waite). Ex-Officio Representative Waite said that the rich discussion of the consequences in the field in the prior meeting and the present one helped sway the IHE community, which had been insistent on having upper division units in the requirements. She said she was struck with the fact that we all need to trust each other - that districts will be looking for the most highly qualified individual to teach a class.

Ex-Officio Representative Symms Gallagher thanked staff for the work, particularly in meeting with stakeholders and working through the issues.

Chair Madkins thanked Dr. Matray for making the presentation on behalf of the

History Council, adding to the breadth of the testimony. He reminded everyone that the person starts as an already credentialed teacher so that it is important to create a system that adds to the pool of teachers rather than limiting the pool. He said there is a lot of merit in what Dr. Matray said, but that at this time it is important to proceed with Option 1.

Chair Madkins called for the vote. The motion passed without dissent.

DAY OF THE TEACHER CELEBRATION

Chair Madkins said the Day of the Teacher is a tradition that speaks to what the Commission is all about - great teachers. The annual day of recognition and reflection on teaching is one of the activities that gives the Commission a chance to honor those who distinguish themselves in the profession. He introduced Assistant Secretary for Higher Education Anne McKinney.

Ms. McKinney said she was pleased to play a role in honoring Eduvina Benavides Smith, a first grade teacher from El Monte City School District. Ms. Benavides-Smith was one of the first teachers in the country to earn a credential in bilingual education. She has taught in Texas, Germany, Salinas and El Monte. She currently teaches a 70/30 immersion class for first graders. She has served as a mentor teacher, a program specialist and a union representative. Ms. McKinney presented Ms. Benavides Smith with a plaque and invited her to speak.

Ms. Benavides Smith said it is an honor to be selected and that she is honored to represent all of the teachers who work hard to make sure that students can succeed. Her family, several from Texas, and staff from her school joined her as pictures were taken.

FISCAL POLICY AND PLANNING COMMITTEE OF THE WHOLE

Commissioner Vaca convened the Fiscal Policy and Planning Committee of the Whole.

5A: Update on the Fiscal Year 2003-04 Budget Act

Leyne Milstein, Director, Information Technology and Support Management Division, noted that the Joint Legislative Audit Committee has authorized an audit for the Commission that will begin on May 19.

Ms. Milstein also said that a previous loan of \$2.8 million to cover the Commission's shortfall in the current budget year may not be enough as it was predicated on application volume being down 4 percent, but the actual decline is running at 5 percent. Staff is working with the Department of Finance to address

the shortfall.

This was an information item only; no action was taken.

5B: Update on the Fiscal Year 2004-05 Proposed Governor's Budget

Ms. Milstein presented the highlights of extensive budget material that was prepared to assist in discussion with the Department of Finance about the structural revenue issue, ongoing services that the Commission is required to provide and the cost of those services. Charts on pages 2 and 3 of the report indicate how the growth in volume at the same time staff has been reduced is impacting the Commission's ability to perform its work. Page 12 outlines efficiencies that the Commission has already put in place to address the challenge of the difference between the cost of doing business and provide services and the reduction in resources.

Commissioner Lilly asked if the revenue issue would be resolved if the credential fee were returned to the \$60 level from the \$55 it was reduced to in 1998-99. Ms. Milstein replied that had the fee remained at \$60 throughout and had there been carryover revenue there would not now be a shortfall; however, the fee is not enough to cover current expenses at the present volume if it had been returned to \$60 only for the current budget year.

Commissioner Lilly asked for a sense of where the cuts have been the deepest and workload affected the most among the Commission's different divisions. Ms. Milstein said the Certification, Assignment and Waivers Division has been most impacted, losing the most staff with a 24 percent reduction in the last two years.

Commissioner Lilly noted that the agenda material spoke of three options but that the third was not included. Ms. Milstein said she would check. It was ultimately concluded that there was a typographical error and that it should have referenced only two options.

Ms. Milstein then provided a brief update on what is happening in the Legislature with regard to the proposed budget. She said the Assembly Subcommittee on Education Finance heard the portion of the budget that includes the Commission on April 28, 2004. Members appeared supportive of the restoration of six positions to continue to provide services. The Department of Finance was not supportive. Some action may be taken at the next hearing, which had not yet been scheduled.

The Governor is expected to bring out his revised budget proposal on May 13 or 14. In addition, the Senate subcommittee on education is expected to hear the Commission's budget on May 10.

This was an information item only; no action was taken.

PROFESSIONAL SERVICES COMMITTEE OF THE WHOLE

In Commissioner Beckner's absence, Chair Madkins convened the Professional Services Committee of the Whole.

6A: Study Session on the Approval of Subject Matter Programs

Dr. Lawrence Birch, Administrator, Professional Services Division, and Beth Graybill, Interim Director, Professional Services Division presented the item, and were joined at the table by Phyllis Jacobson, Consultant, Professional Services Division and Mike McKibbin, Consultant, Professional Services Division. Dr. Birch began with highlights from the background agenda material. Subject matter preparation has been a strong emphasis since the 1963 Fisher Act and the Commission has been approving subject matter preparation programs since it was created in the Ryan Act in 1970. Over time, the Commission has developed a system of expert panels, moved from guidelines to standards, and - most recently - aligned the standards with state content standards.

Under NCLB, current elementary subject matter programs are no longer sufficient for waiving the subject matter examination for elementary school teachers. Nonetheless, the Commission has continued to approve programs based on the standards. Staff identified several key areas for discussion: Should the Commission continue to review and approve subject matter programs? Should there be a distinction between Commission activities regarding elementary subject matter programs and single subject matter programs? And what options should the Commission consider regarding multiple subject programs?

Chair Madkins asked for audience input. The following people spoke:

Dr. Beverly Young, California State University. She offered two comments and a question: 1) on page 8, the section on SB 81 should be corrected to reflect that blended programs may require 135 units rather than the 120-124 units for a simple baccalaureate degree; 2) the final paragraph, which suggests a program alignment certification, appears to be a solution that might be useful; and 3) she wondered if staff had fleshed out what a lesser review than currently carried out

might look like.

Dr. Jean Beard, San Jose State University Professor. Dr. Beard is coordinator of subject matter preparation programs for teachers. Her primary concern was that there are two major reasons for institutions to question the value of going through the process of obtaining program approval: 1) the requirements for subject matter programs are becoming more specific and prescriptive, limiting flexibility; and 2) CSET, which is required for all multiple subject credential candidates, does not cover the same material that the approved programs are required to. She raised several questions for the Commission to consider, among them: When the statewide test requires less preparation than a Commission-approved program, why would students be expected to take the more rigorous and time-consuming program? Why is the pass rate significantly higher for the CSET than for the MSAT or the SSAT and PRAXIS exams? Why should institutions design programs for general science and physics when physics and engineering majors can easily pass the CSET without subject matter preparation? Why is the CSET considered equivalent to an approved program when it does not test some of the standards required in the program? Will there be test alternatives for the 32-unit Introductory and Specific Subject Authorizations?

At the end of the public testimony, Chair Madkins asked for staff comment on Dr. Young's question about what a lesser level of review would look like. Ms. Graybill replied that no proposal has been fleshed out. But the idea would be to focus on a great deal of technical assistance and a compliance review, which would be different from the current emphasis of ensuring there is an adequate basis for waiving the exam.

Dr. Jacobson added that for the current review process, there is extensive review by a team and staff. She agreed with Ms. Graybill that the emphasis would likely shift to compliance.

Vice Chair Johnson asked if Professor Beard is correct about more students passing CSET than earlier exams. Amy Jackson, Administrator, Professional Services Division, said that the rate is about the same. The first four administrations of CSET indicate that the pass rate is similar to the MSAT pass rate. The results at individual institutions, however, could be quite different.

Vice Chair Johnson asked if the data could be broken out by who took the exam without going through a program and who took it after or during a program. Ms. Jackson said questions could be added to the registration form, but that

currently the data do not exist. Vice Chair Johnson said stakeholders at a meeting last July brought up two concerns that are relevant. The first is that there is the possibility that under the adjustments made to meet NCLB requirements, candidates may actually have less subject matter preparation. The other is that programs might become little more than test preparation instead of focusing on subject matter depth.

Commissioner Lilly said it seems clear that there should be a distinction in policy between single subject and multiple subject matter programs since the test is required for individuals teaching in elementary grades but is still optional for those teaching in upper grades. He said he does not see students opting out of the liberal studies major, but he sees the potential for it to move further away from elementary standards. He said a program alignment certification is something the Commission definitely should move toward. Otherwise, there may be a drift in curriculum away from the elementary standards over time. In single subject programs, he said he is not convinced there is anything that needs to be fixed at this time. He said the Commission should spend its energy on having an alignment certification and also having incentives for universities to bring in programs for certification and for students to take the programs.

Commissioner Hauk said she thinks data about who is taking CSET and how much, if any, time they have spent in a program is important information that should be gathered.

In closing the topic, Chair Madkins indicated that Commissioner Lilly had summarized the kind of direction the Commission should take. Some type of review is needed but should be differentiated now between single subject and elementary, with the program alignment certification being a place to start. Staff were directed to bring options for a program alignment certification back to the Commission at a later date.

This was an information item only; no action was taken.

6B: Options for the Review of the Accreditation Framework

Dr. Birch, Administrator, Professional Services Division, and Cheryl Hickey, Consultant, Professional Services Division, were joined by Ed Kujawa and David Madrigal, Co-Chairs of the Committee on Accreditation (COA).

Mr. Kujawa provided an overview of the process to date: At the Commission's direction, the COA met with stakeholders at its Jan. 22 meeting on the issue of

reviewing the accreditation framework. A subcommittee of COA members and stakeholders met in February and then brought forward recommendations to the full COA in a meeting in March. Throughout, the COA maintained the inclusive, open process that the Commission had asked for. The COA selected a preferred recommendation, but forwarded three options including that recommendation to the Commission for consideration.

Mr. Madrigal said both the subcommittee and the full COA weighed the advantages and disadvantages of each of two options and in doing so created a third option that incorporated the advantages of each. He said balancing between institutions of higher education and K-12 membership was important, as was having joint meetings with the COA and two co-facilitators.

Ms. Hickey noted that the guiding principles discussed on pages 3 and 4 of the agenda material were endorsed by the COA and served as the foundation for the structure of all of the options. The following options were presented:

Option A - essentially the proposal put forth by the IHEs to the Commission in January; this envisioned a single workgroup that conducts the review and proposes changes, with members representing various constituencies and ad hoc committees of experts established as necessary. This had the advantage of a single workgroup but there were concerns about the composition of the workgroup and full representation of all stakeholders.

Option B - COA and stakeholders would identify issues and then several workgroups would be established in each area with pertinent experts; COA would be responsible for pulling all of the work together. The advantages were in having specific expertise, but the disadvantages included the challenge of arriving at a coherent work product in the end, the expense of having multiple work groups and logistical difficulties.

Option C - the recommended option - this combines the single workgroup but addresses the composition by expanding the membership to no more than 20, including members of teacher unions, ACSA and CSBA. Built in structurally are four COA members to ensure that the process is coherent; two are from K-12 and two from IHEs. One stakeholder and one COA member serve as co-facilitators.

One disadvantage that they all share is that the K-12 districts have to have resources to support participation. Page 9 of the agenda material describes the resources that would be needed for each option.

Chair Madkins invited audience participation. Those who spoke were:

Sherry Skelly-Griffith, ACSA. She supported Option C and said ACSA would provide resources to support its participation in the process if the process is adopted.

Dr. Beverly Young, CSU and the other IHEs. She supported Option C and thanked the Commission for the collaborative process.

Kathy Harris, CTA. She also supported Option C and thanked the Commission for the collaborative process.

Ex-Officio Representative Wilson said he wanted to join in with others in applauding the collaborative approach. Ex-Officio Representative Waite agreed, saying she is glad to see adequate representation from teachers. She also asked that special education experts not be overlooked.

Chair Madkins said he would like to see some K-12 participation added, particularly people with COA type of experience. Mr. Kujawa said there is room within the 20 to add additional representation.

Commissioner Lilly, Ex-Officio Representative Waite and Chair Madkins each emphasized the need for qualified people and balanced representation. Ms. Hickey noted that in addition to the core group, there would be additional expertise as needed.

A motion to adopt Option C was made (Littman), seconded (Waite) and carried without dissent.

6C: Standards for Single Subject Programs in Art, Languages Other than English, Music and Physical Education

Helen Hawley, Consultant, Professional Services Division, presented subject matter standards for Art, Languages Other than English, Music and Physical Education. Standards for math, science, English and social science were approved about a year ago. Precondition language has been unified across all subjects, but each retains distinctions in the number of units required and the breadth and depth for each subject.

A motion to approve the standards and preconditions was made (Lilly),

seconded (Littman) and approved without dissent.

CREDENTIALING AND CERTIFICATED ASSIGNMENTS COMMITTEE

Commissioner Lilly convened the Credentialing and Certificated Assignments Committee of the Whole.

7A: Teacher Supply in California 2002-03 - A Report to the Legislature

Steve Burke, Research Analyst, Certification, Assignment and Waivers Division, presented highlights from the annual report, required by state law to cover seven questions regarding teacher supply. Those highlights included:

- Number of teachers credentialed: 27,136, a decline of 8.1 percent from 29,536 in 2001-02. Within that total, the number of new special education teachers increased 35.4 percent.
- Type of credentials: 60 percent multiple subject; 29 percent single subject; and 11 percent education specialist.
- Growth of alternative routes: IHE internships grew 53.3 percent from 3,769 to 5,779, while district internships declined 3.1 percent from 944 to 915.
- Enrollment: 76,090, a 15 percent increase over 2001; education specialists enrolled were 11,842, an increase of 48 percent.
- Who prepares teachers: 59 percent at CSU, an increase of 4 percentage points.
- Emergency permits and waivers: for the third year in a row, emergency permits decreased, falling 26.8 percent to 20,583; for the fourth year in a row, waivers dropped, decreasing 39.3 percent to 1,080.

Chair Madkins invited public comment. Liz Guillen, policy advocate with Public Advocates Inc., said her group is concerned that there is no information on individual intern permits. Such information is valuable when the group is advocating on behalf of parents and students from low-income and diverse communities.

Mr. Burke said that the information is not part of the report but that it could be included next year. Mr. Janssen pointed out that the program began recently, so data did not exist for the year the report covers. In addition, the legislative mandate lists the specific data that is to be included in the report.

A motion to approve the report was made (Littman) and seconded (Madkins).

Ex-Officio Representative Symms Gallagher asked why there was just a large increase in 2001-02. Mr. Janssen said it may have been due to the comprehensive outreach efforts that the state was using at that time to encourage people to select teaching as a career. Dr. Swofford noted that the state invested in CalTeach, fellowships and other incentives to create interest in teaching as a career. Commissioner Lilly asked if anything in particular happened around that time that might have caused credential applications to be submitted before July 1, caused a spike in one year and a decline in the following year. Mr. Janssen said the fee waiver incentive ended in 2002, which might have caused just such a shift in applications.

Ex-Officio Representative Waite asked if waivers and emergency permits are broken down by credential areas and districts in the full report. Mr. Burke said not in this report but that another report will be coming out shortly specifically on emergency permits and waivers.

Ex-Officio Representative Wilson said that the impact of budget cutbacks, both on universities and special outreach efforts like CalTeach, is likely to decrease the number of new teacher credentials in the future. This will be unfortunate as the need for teachers is just as great but the state is no longer investing in efforts that were successful in the past.

The motion carried without dissent.

7B: Update on Stakeholders Meeting to Replace Emergency Permits

Mr. Janssen provided an update on two stakeholder meetings held in January and March to discuss what kind of emergency permit could be crafted to meet district needs since the Commission is phasing out the existing emergency permits in accordance with NCLB.

The general consensus of the group was that there are two types of emergencies. One is an acute need for staffing because a teacher has unexpectedly become unable to continue in the classroom; the district needs someone to replace the teacher for a short-term need. The second reason is more anticipated in that the district is aware there is an opening, but after due diligence in recruiting has not been able to locate a qualified teacher.

The stakeholders proposed two different types of documents to address the two types of needs. The first document is an Interim Staff or Short-Term Staff Permit. The academic requirements are the same as the current emergency permit; the

employer would conduct some type of recruitment and then certify that the district was unable to find a credentialed candidate; the district would provide orientation and ongoing support; the document would not be renewable for that assignment and would not exceed one year.

The second document could operate in one of two ways. The Resident Teacher Permit is modeled on the CalState Teach program and requires a candidate to pass the subject matter exam within two years. The Provisional Internship Permit requires a higher level of academic credentials upfront, which would support a greater chance of the person passing the subject matter exam. Both would be good for only two years. Under the provisional internship permit, the district would be required to notify parents, just as NCLB requires notification.

Chair Madkins invited public participation. Those who spoke were:

Joy Carter, Orange County Department of Education. She thanked staff for the thorough and cooperative approach by staff, saying that she had been nervous about what would happen once emergency permits were no longer available but that now she is confident flexibility will be preserved. She said the Interim permit is needed and that she would also support the Resident Teacher Permit, although she does have concerns about special education. She said the Provisional Internship Permit appears to require more academic achievement than a district may be able to find in a non-credentialed teacher, particularly when they are looking for a math or science teacher. She said the Commission might want to survey universities to see how many degrees are being granted in math and science and where those degree holders are likely to go for jobs. Similarly, the same questions could be asked for special education. Whatever the permits are called, the Commission needs to focus on keeping requirements reasonable.

Stephanie Farland, CSBA. She supported the Interim Staff Permit and the Resident Teacher Permit, but agreed with Ms. Carter that the higher academic requirements in the Provisional Internship Permit might be difficult for a district to meet, especially in hard-to-staff and rural schools.

Steve Betando, ACSA. Because the two options would not be compliant with NCLB under that law's definition of highly qualified teacher, he encouraged the Commission to find a way to identify each of the permits as some level of internship, which is compliant. He said the details for each option fits under the internship description, especially the Resident Teacher Permit which requires mentoring and monitoring.

Phyllis Bradford, LAUSD. She supported the Resident Teacher Permit. She asked that under "purpose" the word "suitable" be added so that it would read: Issued at the request of a school district when a suitable credentialed teacher cannot be found after a diligent search. She also said the requirement for 40 units rather than 60 would be much more attainable and realistic, although not quite as rigorous. She objected to the requirement in the Provisional Internship that parents be notified, saying that NCLB already requires it so the federal requirement should not be incorporated into the state regulation.

Mr. Janssen said that the proposal was simply mirroring what districts acknowledge has to be done anyway; he said he also believes it is important in terms of doing what is right for parents.

Bruce Kitchen, San Diego and San Bernardino School District Personnel Administrators. He said the Resident Teacher Permit, which he suggested, is intended to support the alternative credentialing process. It in essence treats the permit holder as a pre-intern teacher and puts them on the pathway to earn a credential. It borrows from the successful CalState Teach program and provides BTSA-like support and mentoring. He noted that the CalState Teach program is being recognized by the U.S. Department of Education as one of 18 exemplary programs across the nation. The intent of the Resident Teacher Permit is to have the person pass subject matter tests within the first year, but a second year is added to provide some flexibility. In most cases, the person could become compliant with NCLB within the first year.

Kathy Harris, CTA. She supported the Interim Staff Permit for emergency situations and the Provisional Internship Permit as a higher quality option. She said it makes sense for there to be higher standards when the district is dealing with an anticipated need and has time to search. The higher standards will increase the potential for success when the person is hired. She also said there needs to be a common definition of diligent search.

Kathryn Benson, Tri County Personnel Directors and the Pajaro Valley Unified School District. She said one size doesn't fit all situations, but that the Interim Staff Permit and either of the other options should meet most needs. She also suggested merging the Resident Teacher Permit and the Provisional Internship Permit, and particularly to emphasize higher standards for the employing district to support the incoming teacher.

Designee Littman said she was having difficulty with the Interim Staff Permit being restricted to one year. Sometimes a teacher is out on disability longer than that, and the interim teacher has established a relationship that should continue into the next year. Regarding the second type of permit, she said she likes the idea of having the district provide specific information about the diligent search but she is uncomfortable with having the Commission include the NCLB parental notification as a requirement.

Chair Madkins noted that there has been pressure for a long time to reduce or eliminate emergency permits but that in the final analysis some safety net is needed for districts. He disagreed, however, with Designee Littman about extending the Interim Staff Permit beyond one year. He said the school district will have time and should determine another way of meeting the need for the second year. Since the children will move on, making a change in the new school year will not disrupt the teacher/student relationship. He also favored keeping the document very limited, especially if the intent is to move people into internship status as quickly as possible; otherwise, the permits will simply become stacking pieces. He said he likes either the Resident or Provisional permits but thinks the required units are a little low for the Resident permit. Finally, he favored having notification if a teacher is not credentialed.

Commissioner Hauk said she thinks principals ought to look closely at their cadre of substitute teachers, since many of them are fully credentialed and would not require any type of emergency permit.

Ex-Officio Representative Waite said she was glad to see special education included in the permit requirements; often it is an area that is addressed as an afterthought or separately.

Commissioner Lilly wrapped up the discussion, saying that he agrees with Chair Madkins that any emergency permits be very narrow and short-term. He said he is looking forward to the next step, which is for staff to bring forward options at the June meeting.

This was an information item only; no action was taken.

LEGISLATIVE COMMITTEE OF THE WHOLE

Commissioner Hauk convened the Legislative Committee of the Whole.

8A: Status of Legislation of Interest to the Commission

Linda Bond, Director, Office of Governmental Relations, said SB 1658 (Karnette), which includes the Commission's language on phasing out emergency permits, has moved on the consent calendar to the Senate floor, after making it through policy and fiscal committees.

She also noted that a number of bills have been introduced and died in a quick cycle driven by the lack of available state funds. In the last few days, one bill that has emerged is AB 2210 (Liu), which would take care of a BTSA situation identified by an attorney who serves as a legislative consultant. The situation was that as it now stands, a person who took the fifth year option would still be required to complete BTSA. Since that is not the intent, the Liu bill would address the language. Ms. Bond said she will bring a full analysis for the Commission to the next meeting.

The item was for information only; no action was taken.

8B: Analyses of Bills of Interest to the Commission

Ms. Bond said SB 1536 (McPherson) provides minor changes in the counseling credential authorizing language. She recommended a watch position. A motion to take a watch position on SB 1536 was made (Johnson), seconded (Rasul) and carried without dissent.

Ms. Bond also noted that categorical funding bills are still moving through the system. The Runner bill, which was sponsored by the Governor, has been sent to interim hearing. The Simitian bill is before the Senate Education Committee. The issue eventually will be taken up in budget committees and conference committee. In the meantime, everyone is waiting for the May revise budget proposal to see the level of funding for programs, including BTSA.

GENERAL SESSION

4G: Report of Executive Committee

Chair Madkins read the following report: The Executive Committee approved its January 8, 2004 minutes and adopted Schedule C of the 2005 meeting schedule. The Committee discussed that there would not be a contract with the Sheraton Grand Hotel next fiscal year and recommends the Members of the Commission continue to stay at the Sheraton as they offer state rate and tax exemption. Staff was directed to review current regulations and policies and bring recommendations back in June 2004 for streamlining and efficiencies of the Commission. The last item discussed by the Executive Committee was the new audit that was approved by the Joint Legislative Audit Committee (JLAC). The

Bureau of State Audits will conduct this audit and the kickoff is scheduled for May 19, 2004.

4H: Report of Closed Session Items

The Commission took action to revoke Steven Ohlrich's credentials. The findings will be submitted at the June 3, 2004 Commission meeting for adoption.

The Commission took action to deny Victor Vizcarra's application. The findings will be submitted at the June 3, 2004 Commission meeting for adoption.

The Commission rejected the following Proposed Decisions and called for the transcript:

1. Elizabeth Kocalis
2. James Mann

The Commission denied reconsideration in Gary Martin's matter and sustained its prior decision.

4I: Report of Appeals and Waivers Committee

Commissioner Rasul said the following actions were taken:

- It was moved (Vaca), seconded (Littman), and carried that the minutes of the Appeals and Waivers Committee meeting of March 25, 2004, be approved. Commissioner Hauk abstained from the vote due to absence.
- It was moved (Vaca), seconded (Littman), and carried that the Committee approve the **273** waiver requests on the Consent Calendar.
- It was moved (Littman), seconded (Vaca), and carried that the Committee approve the waiver request on the Conditions Calendar with specific conditions attached. The Commission recommends the following action on the individual waiver request listed below:
- **#1 APPROVE:** The waiver request, Single Subject Teaching Credential, in Music submitted by Santa Monica - Malibu Unified School District for Grace Ann Hsu with the condition to take the CBEST at least twice and obtain a passing score of 41 in one section prior to consideration of a subsequent waiver.
- It was moved (Hauk), seconded (Vaca), and carried to recommend preliminary denial of the **4** Waiver Requests on the Denial Calendar. These waiver requests will be brought to the Commission for action at the June 2004 meeting.

Commissioner Rasul called for a vote on the above items; there was no dissent in approving the actions.

4J: New Business

The quarterly agenda for June, August and September/October 2004 was presented. There were no Commission member reports or audience presentations.

ADJOURNMENT

The meeting adjourned. The next meeting will be held on June 3, 2004 at the California Commission on Teacher Credentialing Office, 1900 Capital Avenue, Sacramento, California.